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ABSTRACT

Evaluation of the elementary school Justice Education Teaching Strategies (JETS) focuses on the effectiveness of the program in its first year in the Pennsylvania schools. The program emphasizes crime prevention, students' responsibility, student protection, and safety. Data were obtained from 157 responses to an implementation survey; 242 questionnaires completed by teachers; 83 interviews with teachers, parents, and administrators; and pre/post assessments of students' attitudes and cognitive development. Participants in the study stated that they believed the program had been very useful. Most teachers reported that the program format was clear; that the lessons encouraged student discussion, could easily be incorporated into the existing curriculum, and were relevant; and that students had benefited from the program. Over 70 percent of the parents indicated that JETS had helped their children examine attitudes and values. Over half of the administrators planned to expand the implementation effort to include additional classrooms and/or grade levels. Changes in student attitudes and knowledge were difficult to assess since many of the schools began the program too late to allow completion. Appendices provide the JETS implementation questionnaire, assessment of justice education teaching strategies, teacher questionnaire, and interview guides for teachers, administrators, and parents. (Author/KC)

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Evaluation of the Impact of the 1980-81 Justice Education Teaching Strategies (JETS) Program

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ABSTRACT

This study was conducted by the Bureau of Planning, Research, Evaluation and Dissemination to evaluate the extent and effectiveness of the Justice Education Teaching Strategies (JETS) program during the 1980-81 school year. The overall goal of the JETS program is to provide a framework, a beginning, for successful incorporation of justice education at the elementary school level in support of citizenship education. The program focuses on crime prevention, student responsibility and related areas needed to increase students' protection and safety.

The evaluation of JETS included analysis of data from: (1) an implementation survey, (2) questionnaires completed by participating teachers, (3) interviews with teachers, administrators and parents, and (4) pre/post assessments of students' attitudes and cognitive development. Although much of the evaluation evidence was derived from questionnaires and interviews rather than statistical manipulation of data, it appears that the program is moving positively toward its goals. Forty-five percent of the participating teachers indicated that the children were displaying better attitudes toward resolving conflicts. One-third of the teachers reported they had noticed an increased awareness by students of their responsibilities.

All of the respondents appeared to be very pleased with the program concepts and curriculum materials. Over half of the administrators reported they planned to expand or change the program in some way in the future. Seventy-one percent reported they felt that the students had not been engaged in program instruction long enough to determine behavioral changes. All of the administrators indicated they planned to continue the program next year.

The report includes recommendations for further expansion of the program, careful study of program effects and research into the most productive teaching strategies in use among program participants.

PROJECT BACKGROUND

In the summer of 1979, the Commission on Crime and Delinquency and the State Law Prevention Officers Association met with Pennsylvania Department of Education (PDE) staff to consider a statewide elementary justice education program. A similar justice program, Teaching Individual Protection Strategies (TIPS) was operating in the Albermarle Charlottsville (VA) School District. This program had many excellent materials, yet the justice education committee from Pennsylvania felt that revision was necessary to adapt it to Pennsylvania law and to be more compatible with the existing Justice Education and Community Action Committee's program and competency goals.

A grant of $94,000 from the Commission provided funds for implementing the Justice Education Teaching Strategies (JETS) Project. To initiate JETS, six elementary teachers who had previously been involved in justice education in the state made the necessary revisions in the TIPS materials. Regional and summer workshops were conducted to introduce the program to teachers and school administrators from both public school districts and nonpublic schools. These workshops were a combined effort of PDE and Justice personnel.

Since a limited number of schools were merely introduced to the JETS program during the 1979-80 school year, there was no opportunity to evaluate either the extent of this implementation or its impact upon students. A need existed to determine whether the time, money and effort used to produce this program were well spent. Therefore, this evaluation was requested and planned.

EVALUATION DESIGN

The external evaluation of JETS was designed and implemented by PDE staff persons from the Division of Research and Evaluation in the Bureau of Planning, Research, Evaluation and Dissemination. The design consisted of two phases: (1) examination of the extent and effectiveness of program implementation and (2) assessment of changes of attitude, behavior and knowledge of the students in the program. The objectives of the first phase of the evaluation were to determine how many schools implemented JETS on a K-6 basis, how many teachers and students were involved, and what preparation teachers had prior to implementation. The second phase of the evaluation was designed to assess the overall impact of the program on students in a selected sample of schools. Hence, the evaluation design called for such research techniques as developing, administering, and analyzing the results of:

1. Implementation Questionnaire
2. Appropriate Pupil Tests
3. Teacher Survey Questionnaire
4. Structured Interviews

EVALUATION PROCEDURES

Implementation Questionnaire

To assess the extent of program implementation, a survey questionnaire (Implementation Questionnaire--Appendix A) was mailed in October 1980 to all participants of the 1979-80 regional and summer workshops. Participants were asked to indicate an estimated timeline for program implementation in their school or district, what grade levels were included, and number of teachers and students who were involved. Participants who did not return the form were sent a follow-up letter and another copy of the questionnaire in December 1980.

Of the 263 workshop participants surveyed, 157 (60 percent) completed and returned the form. Data gathered from these questionnaires established baseline data and formed the basis for an interim report.

Test Development

In order to collect appropriate data on changes of student attitude and knowledge of the justice system, construction of test instruments was necessary. Available tests simply did not measure the specific content and objectives of the JETS program; therefore, research staff developed separate assessment instruments for each of Grades 4, 5 and 6.

Each of the tests contained an attitude component consisting of 10 multiple-choice items and a cognitive component containing 20 multiple-choice items. One exception was that the 5th grade tests had only 18 cognitive items. (Copies of instruments can be found in Appendix B.) These instruments were examined by a review committee of teachers and content experts to insure appropriate content validity and readability.

The tests, instructions and separate student answer sheets were mailed to requesting schools. Teachers were responsible for administering the student knowledge-attitude tests to their own classes.

Teacher Survey Questionnaires and Interview Schedules

Evidence of program impact was also obtained from a Teacher Survey Questionnaire (Appendix C). Teachers in 62 schools in which implementation was planned for the 1980-81 school year received these questionnaires containing several types of questions. Respondents were asked about how they implemented the program, their impressions of the program's worth, and evidence of student behavioral changes relevant to program objectives.

Interview schedules were prepared for visits to participating schools. Questions were similar to those on the questionnaire, but opportunity was afforded by the interviewer for more indepth responses. Separate schedules were prepared for interviewing administrators, teachers and parents (see Appendix D).

Sample Sites Selected

To gain a better understanding of project participants' feelings about the JETS program and to attempt to measure observable attitude and behavioral changes of students, the evaluation staff conducted on-site interviews at 18 schools. This evaluation procedure involved a stratified random sampling of schools that were implementing the JETS program during the 1980-81 school year. The first stratification variable was geographic representation according to six regional divisions established by the Pennsylvania Commission on Crime and Delinquency. The second stratification variable was community type: urban, suburban or rural. Sites were randomly selected from participating schools or districts within the constraints of these variables. Figure 1 shows the location of the 18 sites selected within their regions. Table 1 shows the number of sample schools classified by variables. This design was implemented to provide assurance that the results of the evaluation could be generalized to all projects within the state.

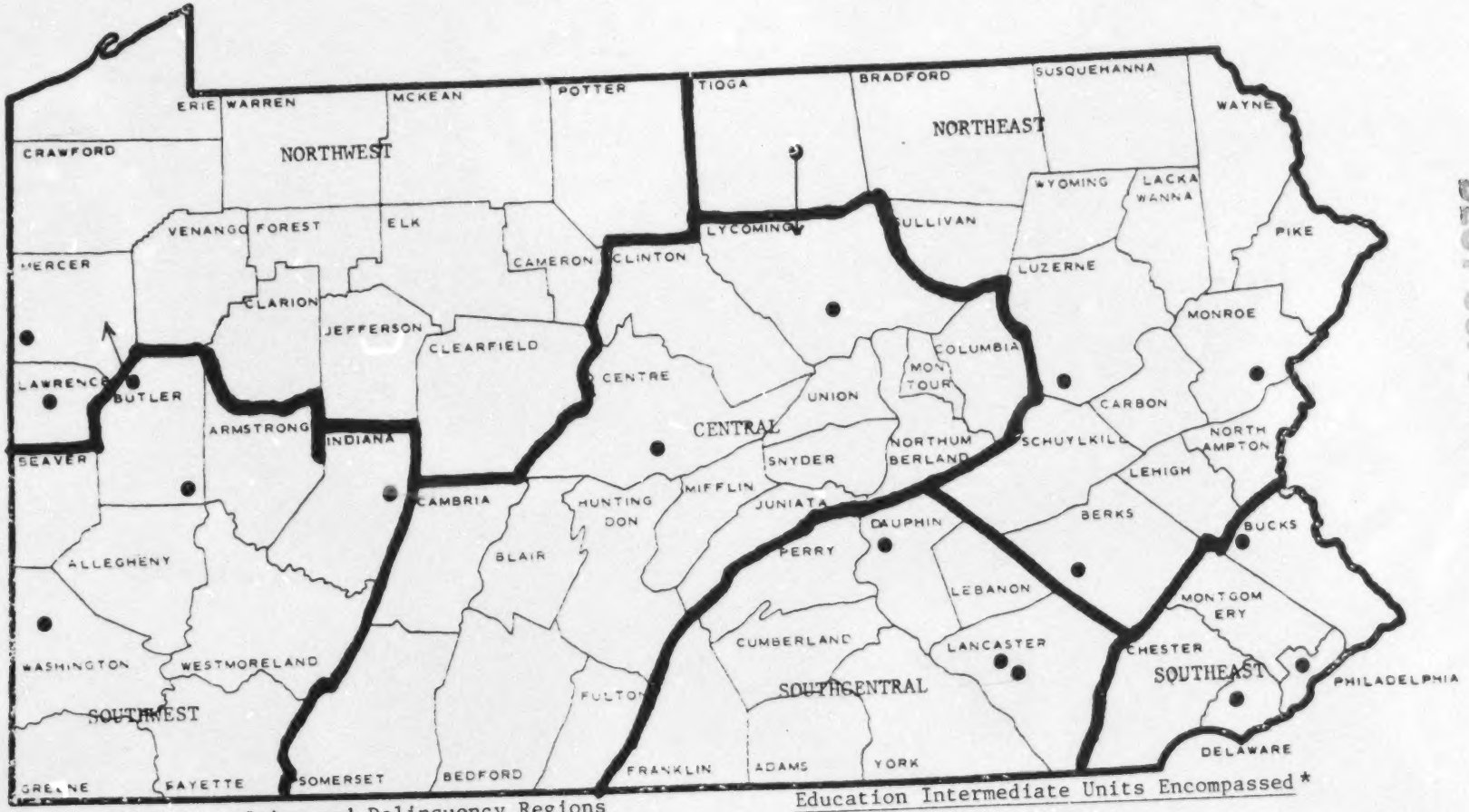
Table 1

Stratification of Projects in Evaluation Sample

Geographic Region	Number of Urban Projects	Number of Suburban Projects	Number of Rural Projects	Total Number
Northwest	1	1	1	3
Southwest	0	1	2	3
Central	1	1	1	3
Southcentral	1	0	2	3
Southeast	1	1	1	3
Northeast	1	1	1	3
Total	5	5	8	18

FIGURE 1

Location of Project Sites in Interview Sample



Pa. Commission on Crime and Delinquency Regions	Education Intermediate Units Encompassed*
Northwest	4, 5, 6, 9, 10
Southwest	1, 2, 3, 4, 7, 27, 28
Central	8, 10, 11, 16, 17
Southcentral	12, 13, 15
Northeast	14, 17, 18, 19, 20, 21, 29
Southeast	22, 23, 24, 25, 26

* Parts of some Intermediate Units are in two Crime Commission Regions. They were assigned to one of these for purposes of sample selection and the result is two schools outside Crime Commission regions in the sample.

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Teacher/Administrator/Parent Interviews

Four interviewers participated in the visits to the 18 sample schools. Each school was visited by one of these four who interviewed administrators and teachers at all levels at which the program was in use. Table 2 shows the number of teachers interviewed at each grade level. One administrator was interviewed in each school.

Table 2

Number of Teachers Interviewed at each Grade Level
(N = 58)

Grade Level	Number
K	4
1	7
2	6
3	9
4	10
5	10
6	12

The interviewers asked questions to discover teachers' and administrators' feelings about the effects of the program, appropriateness of the materials and lessons, student's general interest level and the various methods used to implement the program.

Parent interviews were conducted by telephone to determine parent opinions on changes in children's attitude toward law, authority and rules, possible behavioral changes and the appropriateness of teaching JETS in schools.

RESULTS

Implementation Questionnaire

Part of the evaluation focused on the extent of JETS program implementation. Regional and summer workshop participants were surveyed to determine which schools planned to implement the program on a K-6 basis, how many teachers and students were involved, and what preparation teachers had prior to implementation. In addition, PDE program staff were interested in determining the number of schools that decided not to implement and why.

Of the 263 questionnaires which were mailed, 157 (60 percent) were completed and returned.

Fifty-two percent of the workshop participants who responded to the survey reported that they did not expect to implement the JETS program during the current year in their schools. Their reasons are shown in Table 3.

Table 3

Reasons for Not Implementing JETS Program (N = 82)

Response	Number of Responses	Percent of Responses*
Lack of time	19	23
Duplication of existing curriculum	16	20
Presently involved in curriculum revision	11	13
Materials did not arrive in time	4	5
Project administrators left district	3	4
Unable to attend workshop	3	4
Lack of faculty interest	3	4
None given	23	28

*Percentages may not equal 100 due to rounding error.

A variety of problems were reported which delayed or interfered with planning and implementing the JETS program. Twenty-three percent of these respondents reported there was just not enough time to organize the implementation because of teacher strike, reorganization of school, introduction of other new curriculum and/or new personnel in key administrative positions. Thirteen percent of the respondents indicated that they were presently involved in curriculum revision and would consider JETS in the future. Only four percent of the respondents reported lack of staff interest.

Forty-eight percent, or 75 survey respondents, reported that implementation was planned in one or more of their schools during the 1980-81 school year. Preliminary analysis of the survey responses indicated that, in a total of 194 schools, 1,949 teachers and 56,392 students (K-6) were expected to participate in program implementation. Schools identified through the surveys provided the evaluation staff with a pool of participants from which baseline data for the overall assessment of the program could be obtained. Testing instruments for students, as well as questionnaires for teachers and administrators, were mailed to requesting schools.

Teacher Questionnaire

Questionnaires for teachers and/or student assessment instruments were mailed to 61 project sites where administrators had indicated they were planning program implementation for the 1980-81 school year. Responses were elicited from teachers at each grade level from kindergarten through 6th grade. Of over 1,900 teachers at the 61 sites, 242 questionnaires were received from teachers in 18 schools, giving an overall return rate of 13 percent. Data analysis consisted of basic descriptive statistics which included frequencies and percentages.

Table 4 shows a breakdown of returned teacher questionnaires by grade level.

Table 4

Teacher Questionnaire Responses by Grade Level (N = 242)

Grade Level	Frequency	Percent*
K	9	4
1	17	7
2	14	6
3	24	10
4	72	30
5	67	28
6	39	16

*Percentages may not equal 100 due to rounding error.

Although students and teachers from all grades (K-6) participated in the JETS program, 74 percent of the total questionnaires returned were from teachers of grades 4, 5 and 6. This was because the majority of schools began JETS implementation in pilot schools and restricted implementation to specific grade levels. In fact, 38 percent of the participant schools restricted implementation to grades 4, 5 and 6 with plans to expand to include additional grade levels at a later time. A further influence may be that student testing instruments had been developed for these grades, and teachers assigned more importance to program accountability.

Teachers were free to adapt JETS curriculum materials to their current classroom organization and teaching methods. Teacher interest and emphasis determined the total amount of time alloted to the program. Table 5 summarizes the amount of class time spent on program implementation at each grade level.

Table 5

Class Time Spent on JETS

		Time in Minutes	
Grade	N	Range	Median
K	17	90-1,440	825
1	14	140-1,200	405
2	24	60-1,440	450
3	72	60-3,250	540
4	67	45-1,800	540
5	39	160-3,240	800
6	9	25-1,200	505

The median time spent on program implementation varied across grade levels, with third, fourth, and sixth grades showing similar averages. Teachers in kindergarten and fifth grades reported spending the greatest amount of time on implementation (median 825/800 minutes). This suggests that kindergarten teachers may have used this material for large instructional units.

The implementation procedures of each school varied depending upon the grade level and the strategy used to teach the children. The majority of teachers (60 percent) reported that the program was implemented as a minicourse, while 27 percent of those surveyed used the program as a supplement to an existing course such as social studies or health.

Teachers' attitudes toward a curriculum are important to the success of the program, since how they feel about what they teach can influence student learning. Responses to the questions in the teacher survey questionnaire indicate quite favorable opinions about the JETS program. A large proportion of the teachers (93 percent) found the curriculum to be at least "appropriate to the program's goals and objectives." In reference to the students' general interest level when engaged in JETS activities, 29 percent of the respondents said the interest level had been extremely high and 36 percent rated it as very high. Only two percent of the respondents reported that the students had a low interest level while engaged in the JETS activities. When asked to what extent the program had been beneficial to them, approximately half (47 percent) replied extremely to very beneficial and only four percent said the program had been of no benefit.

The questions referring to teachers' perceptions of the program effects on student attitudes and behaviors received generally favorable answers. Forty-eight percent responded that there had been some positive change in student attitudes toward law and authority as a result of the program instruction, 25 percent thought there had been no change, and 25 percent indicated that they could not tell. Only two percent of the respondents reported a negative change.

Teachers were asked to give specific examples of how students acted differently as a result of the program. In many instances, the teachers reported that it was too soon to observe student behavioral changes. Many of them indicated that positive attitudes had been reinforced but student behavior had not yet changed.

However, those who gave specific examples of how students acted differently as a result of the program gave the following examples:

- Students were resolving conflicts on their own. They were displaying more concern for each other and were handling disagreements in less aggressive manners.
- Students were running in the halls, cutting in lines and jay walking less frequently.
- Students were more responsible and showed improved behavior in the classroom. They were handing in their papers on time. Students were helping to maintain a neater classroom environment.

- Students were more careful to observe bike safety rules; more students were registering bike serial numbers.

- Student comments indicated that more safety measures had been taken at home, such as posting emergency phone numbers.

Taken as a whole, the evidence from the teacher questionnaires suggested that positive changes occurred in students' behavior. The results indicate that the behavior of students participating in the JETS program tended to improve in the areas of positive conflict resolution, awareness of responsibility and respect for rules, laws, and authority.

Interview Results

To gain further evidence of program impact, including staff reports of behavioral changes among students who had participated in the JETS program, four evaluators individually visited 18 representative school districts and conducted interviews with teachers, school administrators and parents. Of the 83 interviews conducted, 58 were with teachers from grades K through six. In addition, 18 school administrators were interviewed. Seven parents from two different schools, who were unable to be present during the on-site visitations, were interviewed by phone. This section reports the results of these interviews relative to the evaluation questions. For clarity, the teacher, administrator, and parent interview results will be considered separately.

School Administrator Interviews

Eighteen school administrators were interviewed to get their impressions and reactions to the JETS program. They were asked to indicate their understanding of the goals of the program. Since schools were adapting the program to meet their individual school needs and in many instances incorporating the program into existing curriculum areas, different goals were expected. The following table summarizes the major goals reported by school admininistrators.

Table 6

Goals of JETS Reported by Administrators

Responses	Frequency	Percent
To develop positive student attitudes toward law, justice and authority	6	33.3
To develop an increased student awareness of law, government, rules and authority	4	22.2
Promote Citizenship Education as it relates to law	3	16.7
Increase student knowledge of law, government and safety	2	11.1
Support crime prevention	2	11.1
Encourage instruction of decision-making skills	1	5.6

Although the respondents had indicated they were planning program implementation for the 1980-81 school year, many of the schools did not begin student instruction until late in the year. Seventy-two percent of the administrators reported, "It is simply too soon to determine changes in student behavior as a direct result of the program." They felt that the students should be involved in the program for a longer period of time before these changes could be observed. All of those interviewed indicated that they planned to continue the program next year.

All of the respondents appeared to be very pleased with what was taking place in their schools. They endorsed both the program concepts and curriculum materials. However, only 44 percent of the administrators were satisfied with the program as developed and implemented, and the remaining 56 percent of the respondents indicated they planned to expand or change the program in some way. Planned changes most frequently mentioned were:

1) expanding the program to include additional classroom and/or grade levels.

2) provide additional supplemental materials such as films/filmstrips, library books.

3) make more use of suggested activities including field trips.

4) bring in more outside resource people.

Teacher Interviews

Fifty-eight teachers, representing each of the elementary grade levels from kindergarten through sixth grade, were interviewed. (Grade breakdown was shown in Table 2, page 5).

The interview questions attempted to find behavioral evidence of program effects. In response to the open-ended question concerning how the children changed as a result of the program, 45 percent of the teachers indicated that children were displaying better attitudes toward resolving conflicts on their own. Children were more willing to listen to another child's point of view. Teachers reported that classroom fighting had diminished, and there appeared to be more self-policing among the children.

Thirty-three percent of the teachers reported they had noticed an increased awareness by students of their responsibilities. "Children are remembering to hand in their papers, have their pencils and books ready, and get to their seats on time."

Ten percent of the teachers mentioned that children displayed more knowledge of law and safety as a result of their participation in the program. Specific examples of evidence included bike safety procedures and increased awareness of current events.

The remaining 22 percent of the teachers responding to this open-ended question indicated that they had not noticed any behavioral changes as a result of the program. These teachers reported it was "too soon to tell."

For a program to be judged successful, those involved in presenting the program activities to students must be personally satisfied with their participation. Responses to questions indicated favorable opinions about the JETS program. Almost all the teachers (98 percent) indicated they enjoyed using the materials and felt that the children had benefited from the program. All said they would continue to use the JETS program in the future.

Teachers interviewed reported that they had a great deal of freedom to choose and experiment with the curriculum materials. Fifty-nine percent reported they taught all of the units for the appropriate grade levels, while the remaining 41 percent taught only parts of the units for their grade levels. In some classrooms, different lessons were emphasized and original materials were developed and introduced by the teachers.

This freedom to adapt the curriculum and incorporate materials to fit the needs of the individual classroom was considered by those interviewed to be an outstanding strength of the program. Teachers frequently mentioned that the program encouraged the utilization of outside resources to supplement the lessons. A majority of the teachers interviewed had used one or more of the following outside resources: policemen, lawyers, judges, and visits to city halls and court houses.

Additional program strengths identified by several teachers included: "the program format was clear and simple to use," "the lessons encouraged student discussion," and "the program could easily be incorporated into various subject areas within the existing school curriculum."

When asked whether any problems were encountered, lack of sufficient time to implement the program properly was most frequently mentioned. Other concerns included lack of availability of suggested films and library books, the need for additional visual aids, and the difficulty of some students to use the role playing activities in the conflict units.

Parent Interviews

During the final stages of data collection the research staff was asked to include a parent interview component as part of the total program evaluation. Because of the constrained timeline, only seven parents from two school districts were interviewed. These interviews were conducted by phone. As a result of the very limited number of parent interviews, the evaluators caution the reader against generalizing about the interview results. Table 7 summarizes the parent responses.

Table 7

Results of Parent Interviews
(N = 7)

Item	Percent Responding		
	Yes	No	Not Sure
1. Know that JETS was being taught in child's school.	71	29	-
2. Child talked to me about it.	71	29	-
3. Think JETS program helped my child regarding:			
a. examining attitudes and values of self and others	71	29	-
b. seeking positive solutions to conflict	43	-	57
c. understanding the necessity of rules and regulations	43	-	57
d. developing greater responsibility	43	-	57
e. understanding authority	57	-	43
f. protecting self from criminal acts	14	28	58
g. getting along better with others	43	-	57
4. Feel the program should be taught in school.	100	-	-

Five parents reported that they were aware that the program was in operation in their child's school and that their child had discussed some of the instructional topics with them. While all of the parents interviewed supported the program and felt it should be taught in the schools, many were undecided about the way in which the program had helped their children.

The majority of those interviewed (71 percent) indicated that they felt the program had helped their child examine values and attitudes. A little over half of the parents (57 percent) felt that JETS had helped their child understand authority.

Student Assessment

The collection of data to determine changes in student knowledge of and attitudes towards the justice system and the JETS objectives was an important part of the evaluation. Baseline data were necessary to determine whether the program goals were being met and to permit a longitudinal study to take place.

The research staff provided to all requesting schools assessment instruments for students in Grades 4, 5 and 6. Although a total of 184,040 tests were mailed to 39 requesting schools and districts, many of them were unable to complete the student assessment due to delays in program implementation. In some instances, schools did posttesting only, while others decided not to implement the program until the following school year. A few were able to do both pretesting and posttesting to get an indication of student growth.

Since the major objective of the program was the introduction of justice related teaching materials to the schools, it seemed inappropriate to require measurement of impact through the student assessment instruments. Therefore, the sparsity of student evaluation data must be viewed in light of these factors. The student assessment data presented can be considered as a base for a multi-year assessment of the program.

Twenty-five public and private/parochial schools returned their student data and provided us with a student sampling from 22 fourth grades, 19 fifth grades and 18 sixth grades. Table 8 shows the total number of students at each grade level who participated in the assessment.

Table 8

Number of Student Assessments by Grade Level

	Number	
Grade Level	Pretest	Posttest
4	482	2,303
5	698	2,157
6	697	1,680

The results displayed in Table 9 represent the overall mean test scores of the students in the 25 schools that participated in the assessment. It should be noted that, although students from rural, suburban and urban schools completed the tests appropriate for their grade levels, the instruments were administered on a strictly voluntary basis and extreme caution is advised in generalizing to other schools in Pennsylvania.

It would appear from the data that there was little change in the attitudes of the students toward law and justice as a result of the program, while the pre/post shifts in knowledge for all grade levels did reflect an upward trend. A statistical comparison of the changes was not possible since a greater number of students took the posttest than those that were involved in the pretest. In addition, the evaluators could not identify which of the posttested students took the pretest.

Table 9

Results of Student Testing

Grade		Number of Students	*Cog. $\bar{X}$ (Range of School $\bar{X}$s)	*Att. $\bar{X}$ (Range of School $\bar{X}$s)
4	Pre	482	12.75 (9.65-14.73)	26.99 (25.78-27.50)
	Post	2,303	14.36 (12.67-16.17)	27.50 (25.30-28.29)
5	Pre	698	11.72 (11.10-14.32)	26.99 (10.75-27.61)
	Post	2,157	12.33 (9.63-14.16)	26.94 (25.66-27.85)
6	Pre	697	12.01 (11.35-12.54)	26.19 (25.30-27.60)
	Post	1,680	12.65 (10.95-14.23)	26.50 (25.36-28.97)

*Att. $\bar{X}$ = Mean score on attitude items
*Cog. $\bar{X}$ = Mean score on knowledge items

There was variation among schools on the range of mean scores, as Table 9 indicates. These ranges suggest that individual schools differ considerably in attitudes toward the justice concepts presented and in both pretest and posttest knowledge of the information tested. The most enigmatic finding is in the fifth grade knowledge scores, where every pretested group scored higher than the lowest scoring group on the posttest, and the highest scoring pretest group produced a mean higher than the mean of any group on the posttest. In spite of this finding, the overall fifth grade cognitive posttest mean scores show a small gain over pretest scores, although the groups tested were not identical.

As was mentioned previously, teachers were encouraged to adapt the program materials and procedures to their own classroom organization and teaching practices. Resultant use of the JETS program ranged from using all learning units in a minicourse situation, through teaching of selected portions of the program, to integration of some ideas and program elements into existing course structures. Because of this intentional avoidance of control, the score variance among schools (and within schools among classes) is to be expected. The general trend of improvement in cognitive scores is therefore encouraging.

Summary and Recommendations

The overall goal of the Justice Education Teaching Strategies Program is to provide a framework, a beginning, for successful incorporation of justice education at the elementary school level in support of citizenship education. Specific program goals include:

- to assist students in meeting their responsibilities to help insure safety and welfare of self and others
- to promote and maintain positive student attitudes and behavior toward law, justice and authority

Formal evaluation of the JETS program in 1980-81 focused on the extent and effectiveness of program implementation. The JETS program had been in existence for less than a year in the majority of the implementing schools. Analysis of the data obtained from the implementation survey, questionnaires and interviews indicated that the program was moving positively toward its goals. Teachers, administrators and parents indicated they felt the curriculum had been very useful to the participants and they had enthusiastically endorsed the program.

The majority of the teachers reported that the program format was clear and simple to use, the lessons encouraged student discussion and could easily be incorporated into existing curriculum. Ninety-eight percent of the teachers viewed the lessons as very relevant and felt that the children had benefited from the program.

Parents and administrators appeared to be very pleased with the curriculum and program goals. Over 70 percent of the parents indicated the JETS program had helped their child examine attitudes and values. The majority of the parents felt that the program should be taught in school.

Administrators were also enthusiastic. Over half indicated they planned to expand the implementation effort in the 1981-82 school year to include additional classrooms and/or grade levels. Many of them reported that student program instruction did not begin until the spring of 1981, making it unlikely that student behavior would have changed so soon as a result of the program instruction.

Changes in student attitude and knowledge were difficult to assess since many of the schools began implementation too late to allow completion of the curriculum. Therefore, these schools were unable to do both pre- and posttesting. In addition, teachers were free to adapt the program to their current classroom organization and teaching methods. Time spent on program instruction varied considerably, according to teacher emphasis. Given this latitude offered teachers, testing results were difficult to interpret because of different student experiences.

On the basis of the data available, it is difficult to draw exact conclusions about the relationships between program instruction and changes in student attitude and knowledge. It does appear, however, that the children's knowledge of justice and citizenship practices increased as judged by comparing pre- and posttest scores. These results can serve as baseline data for assessing program impact in the future.

The following recommendations are based on the results of the study:

- Preliminary results of this study should be distributed to elementary principals to encourage the continued use of the program among teachers.

- Further study of the program effects should be undertaken to establish more clearly whether the program is producing the desired behavioral changes of students as well as additional knowledge of the justice system.

- As the JETS program continues one research emphasis would be the determination of the validity and reliability of the tests and appropriate revision.

- If resources become available, it would be useful to investigate which methods of implementation are most effective in producing the desired results among the children in the JETS program.

APPENDIX A

JETS IMPLEMENTATION QUESTIONNAIRE

Directions: You were one of your district's representatives at the workshop on Justice Education Teaching Strategies (JETS). The Pennsylvania Department of Education Research Division is involved in collecting data that will be useful in the evaluation of the program. Your responses will be helpful.

Name of District_____

IU Number_____ Region_____

Project Coordinator_____ Phone_____

Your Position: ___ Teacher
___ Administrator
___ Other (specify)_____

How many elementary school buildings are in your district? _____

Please list the elementary schools in your district in which the JETS program is being (or will be) implemented this year and indicate at which grade levels:

_____ K 1 2 3 4 5 6

_____ K 1 2 3 4 5 6

_____ K 1 2 3 4 5 6

_____ K 1 2 3 4 5 6

_____ K 1 2 3 4 5 6

_____ K 1 2 3 4 5 6

_____ K 1 2 3 4 5 6

Please estimate the number of students and teachers in each grade level in your district who are (or will be) involved in the JETS program during the 1980-81 school year.

Grade	#Students	#Teachers
K		
1		
2		
3		
4		
5		
6		

Please list the specific goals that your district has identified relative to the JETS Program.

Have you started program implementation? Yes _____ No _____

Starting data for implementation _____

Anticipated completion data for implementation _____

Have you had or do you plan to have an in-service program prior to implementation? _____. (If you desire assistance for in-service contact Jim Kehew, PAESP, 101 Erford Road, Camp Hill, PA 17011, 717-787-6768).

Pre/Posttest instruments are available for students in grades 4-6. Please indicate the number of test forms needed for each grade level.

	Pretest	Posttest	Please indicate mailing address for test materials.
Grade 4	_____	_____	_____
Grade 5	_____	_____	_____
Grade 6	_____	_____	_____

If you have decided not to implement the JETS curriculum in your district/school, please indicate why.

APPENDIX B

ASSESSMENT OF JUSTICE EDUCATION
TEACHING STRATEGIES

LEVEL FOUR

Please make all marks on the student answer sheet. Do not write on this test booklet.

DIRECTIONS FOR STUDENTS

In the upper right hand corner of your answer sheet you will find a space marked School Code. Fill in the school code supplied by your teacher. Below School Code are spaces marked Pretest and Posttest. Your teacher will tell you whether this is a pretest or a posttest; check the space after the correct test.

To take the test, read each test item carefully. Decide what you think is the best answer to complete the question, and notice whether it is answer A, B or C. Then, on your answer sheet circle the letter of your answer. Remember to circle only one answer for each number.

CAUTION: Be sure the number of the question matches the number of the answer on your answer sheet.

SAMPLE ITEMS

X. Recess can be a lot of fun.

A. Agree
B. Not sure
C. Disagree

Y. When walking along a highway, you should always

A. walk on the right side with the traffic.
B. walk on the left facing traffic.
C. run to get there sooner.

Z. What is the safest thing to do when a stranger offers you a ride in a car?

A. Be sure he looks friendly before you get in.
B. Walk home unless the weather is bad.
C. Refuse the ride and get away from the car.

This test is designed to help the Pennsylvania Department of Education determine the success of the JETS program in the classroom setting. Some of the questions have been adapted from the TIPS (Teaching Individual Protective Strategies) test instruments developed by the University of Virginia Evaluation Research Center.

JUSTICE EDUCATION TEACHING STRATEGIES
LEVEL 4 ASSESSMENT

DIRECTIONS: For this section, you must decide whether you agree or disagree with each statement. On your answer sheet, circle the letter of your answer.

Match the first column of your answer sheet with this page.

1. If I think a law is bad, it's okay to break it.
   A. Agree
   B. Not sure
   C. Disagree

2. Most people in authority try to be fair.
   A. Agree
   B. Not sure
   C. Disagree

3. Most people in authority have too much power.
   A. Agree
   B. Not sure
   C. Disagree

4. I respect police officers.
   A. Agree
   B. Not sure
   C. Disagree

5. Most police officers can be trusted.
   A. Agree
   B. Not sure
   C. Disagree

6. Most police officers treat people fairly.
   A. Agree
   B. Not sure
   C. Disagree

7. Most police officers are honest.
   A. Agree
   B. Not sure
   C. Disagree

8. If I see a friend shoplifting. I should try to talk him or her out of it.
   A. Agree
   B. Not sure
   C. Disagree

9. Laws should be obeyed by everyone.
   A. Agree
   B. Not sure
   C. Disagree

10. Most students are treated fairly at school.
    A. Agree
    B. Not sure
    C. Disagree

Please turn to Page 2 of your test booklet. Also, be sure to use the second column of your answer sheet.

DIRECTIONS: For this section, you must decide which of the answers is the best one to complete the statement. Which answer makes the statement true?

Match the second column of your answer sheet, the one marked Page 2, with this page.

11. How you feel toward something is your
    A. attitude
    B. problem
    C. responsibility.

12. When we say we value something, it means
    A. it costs money.
    B. we think it is important.
    C. we care about it hardly at all.

13. If you valued law enforcement, then you would
    A. break a law.
    B. report a crime.
    C. solve crimes.

14. One place we do not get our values from is
    A. school.
    B. food.
    C. ourselves..

15. When riding your bike into a street, you should
    A. ride close to cars parked along the side.
    B. enter as fast as you can.
    C. stop and look both ways before entering

16. If you destroy property on purpose, you have committed
    A. probation.
    B. vandalism.
    C. robbery.

17. It is called a crime when someone breaks a
    A. record.
    B. law.
    C. rule.

18. A person in authority is always
    A. an adult.
    B. a leader.
    C. in uniform.

19. Crime prevention is
    A. helping someone do a crime.
    B. keeping yourself safe from criminals.
    C. doing a crime yourself.

20. Students can easily become victims of crime when they
    A. get home before dark.
    B. lock their bikes.
    C. bring a lot of money to school.

Please turn to Page 3 of your test booklet and to column 3 of your answer sheet.

Match the third column of your answer sheet, the one marked Page 3, with this page.

21. When calling for help in an emergency, you should always
   A. give the name of your brother and sister. . . . .
   B. give your name and address. . . . . .
   C. tell them where you go to school. . . . . .

22. The Bill of Rights protects us from
   A. people asking you to sign petitions. . . . . .
   B. having your house searched by a police officer who has no search warrant. . . . . .
   C. having your phone line tapped because a judge has approved it. . . . . .

23. Civil laws will not protect you when
   A. someone's car runs into your house. . . . . .
   B. the mailman falls on your icy steps. . . . . .
   C. someone steals your TV set. . . . . .

24. When you solve a conflict, you should be sure that
   A. it goes your way. . . . . .
   B. it doesn't hurt or destroy. . . . . .
   C. it is something you worry about. . . . . .

DIRECTIONS: For this section decide which is the best answer to the question.

25. Which one is a responsibility you have in your neighborhood?
   A. Making sure your pet doesn't disturb other people
   B. Walking on private property . . . . . .
   C. Ignoring an emergency situation . . . . . .

26. Who has the most authority over a baseball team?
   A. Team captain. . . .
   B. Coach . . . . . .
   C. Players . . . . . .

27. Why do we need people in authority?
   A. To give us something to do . . . . . .
   B. To see that everyone is treated fairly. . . . . .
   C. To make them important . . . . . .

28. Which is the best way to solve a conflict between two people?
   A. Fighting . . . . . .
   B. Talking it out . . . . . .
   C. Pretending it never happened. . . . . .

29. Which of the following is a law?
   A. Paying library fines . . . . . .
   B. Using safety belts in cars . . . . . .
   C. Attending school until age 16 . . . . . .

30. How do rules and laws differ?
   A. Rules are for children; laws are for adults. . .
   B. Rules and laws are made and enforced in different ways. . . . . .
   C. Rules are short statements; laws are long statements. . . . . .

ASSESSMENT OF JUSTICE EDUCATION
TEACHING STRATEGIES

LEVEL FIVE

Please make all marks on the student answer sheet. Do not write on this test booklet.

DIRECTIONS FOR STUDENTS

In the upper right hand corner of your answer sheet you will find a space marked School Code. Fill in the school code supplied by your teacher. Below School Code are spaces marked Pretest and Posttest. Your teacher will tell you whether this is a pretest or a posttest; check the space after the correct test.

To take the test, read each test item carefully. Decide what you think is the best answer to complete the question, and notice whether it is answer A, B or C. Then, on your answer sheet circle the letter of your answer. Remember to circle only one answer for each number.

CAUTION: Be sure the number of the question matches the number of the answer on your answer sheet.

SAMPLE ITEMS

X. Recess can be a lot of fun.

A. Agree
B. Not sure
C. Disagree

Y. When walking along a highway, you should always

A. walk on the right side with the traffic.
B. walk on the left facing traffic.
C. run to get there sooner.

Z. What is the safest thing to do when a stranger offers you a ride in a car?

A. Be sure he looks friendly before you get in.
B. Walk home unless the weather is bad.
C. Refuse the ride and get away from the car.

This test is designed to help the Pennsylvania Department of Education determine the success of the JETS program in the classroom setting. Some of the questions have been adapted from the TIPS (Teaching Individual Protective Strategies) test instruments developed by the University of Virginia Evaluation Research Center.

JUSTICE EDUCATION TEACHING STRATEGIES
LEVEL 5 ASSESSMENT

DIRECTIONS: For this section, you must decide whether you agree or disagree with each statement. On your answer sheet, circle the letter of your answer.

Match the first column of your answer sheet with this page.

1. A person should obey the rules no matter how hard it is.
   A. Agree
   B. Not sure
   C. Disagree

2. Teachers treat some students better than others.
   A. Agree
   B. Not sure
   C. Disagree

3. Fighting is a good way to solve problems.
   A. Agree
   B. Not sure
   C. Disagree

4. Most people in authority try to be fair.
   A. Agree
   B. Not sure
   C. Disagree

5. Most police officers treat people fairly.
   A. Agree
   B. Not sure
   C. Disagree

6. If I find something that doesn't belong to me, it's all right to keep it.
   A. Agree
   B. Not sure
   C. Disagree

7. It's OK for a person to break the law if he/she doesn't get caught.
   A. Agree
   B. Not sure
   C. Disagree

8. Laws are fair to most people.
   A. Agree
   B. Not sure
   C. Disagree

9. Most of the rules we have at school are fair.
   A. Agree
   B. Not sure
   C. Disagree

10. Rules and laws are necessary.
    A. Agree
    B. Not sure
    C. Disagree

Please turn to Page 2 of your test booklet. Also, be sure to use the second column of your answer sheet.

DIRECTIONS: For this section, you must decide which of the answers is the best one to complete the statement. Which answer makes the statement true?

Match the second column of your answer sheet, the one marked Page 2, with this page.

11. If we value something, then it
    - A. costs money.
    - B. is considered important.
    - C. came from our parents.

12. We rank values by deciding what
    - A. we like most.
    - B. is most important.
    - C. is easiest.

13. The real victims of shoplifting are
    - A. the shoplifter.
    - B. the store manager.
    - C. the people who buy things in the store

14. The most responsible manner in which to settle a conflict is
    - A. fighting.
    - B. discussion.
    - C. pretending the problem never occurred.

15. A nonviolent solution to a conflict is
    - A. one in which a law is broken.
    - B. one that does not hurt others.
    - C. one in which something is destroyed.

16. Correction happens because
    - A. some actions are inexcusable.
    - B. teachers are unfair.
    - C. accidents happen.

17. Rules and laws are different because
    - A. they are enforced by different groups of people.
    - B. they are never found in the same place
    - C. rules are enforced but laws are not.

18. A symbol of a law is
    - A. A DO NOT RUN sign in the hallway.
    - B. A YIELD sign on the road.
    - C. A DO NOT ENTER sign on a door.

19. If you valued law enforcement you would
    - A. break a law.
    - B. report a crime.
    - C. solve a crime.

20. People in authority usually
    - A. are responsible.
    - B. are unfair.
    - C. have no bosses.

Please turn to Page 3 of your test booklet and to column 3 of your answer sheet.

Match the third column of your answer sheet, the one marked Page 3, with this page.

21. The correct order of authority from lowest to highest is
   A. referee, player, coach. . . . . .
   B. coach, player, referee. . . . . .
   C. player, coach, referee. . . . . .

22. When people practice crime resistance they
   A. try to catch criminals. . . . . .
   B. try to keep themselves and others safe. . . . . .
   C. become law enforcement officers. . .

23. In a trial the accused person is the
   A. attorney. . . . . .
   B. plaintiff . . . . . .
   C. defendant . . . . . .

24. You are most vulnerable to crime when
   A. walking home before dark. . . . . .
   B. putting your bike out of sight. . . .
   C. hitchhiking on the way home . . . . .

25. If your bike is stolen, the best way to identify it is by
   A. the type of bike. . . . . .
   B. the serial number of the bike . . . .
   C. the color of the bike . . . . . .

26. Vandalism is
   A. setting a fire on purpose . . . . . .
   B. stealing. . . . . .
   C. destroying property on purpose. . . .

27. To keep your home safe while everyone is away on vacation, it is not good to
   A. stop the newspaper delivery until you get back. . . . . .
   B. have a neighbor keep the grass cut. .
   C. leave a window open in your house . .

28. If you are alone at home and a stranger calls, you should
   A. tell the person where your parents are. . . . . .
   B. tell the person no one is at home . .
   C. tell the person your parents are busy and to call back. . . . . .

ASSESSMENT OF JUSTICE EDUCATION
TEACHING STRATEGIES

LEVEL SIX

Please make all marks on the student answer sheet. Do not write on this test booklet.

DIRECTIONS FOR STUDENTS

In the upper right hand corner of your answer sheet you will find a space marked School Code. Fill in the school code supplied by your teacher. Below School Code are spaces marked Pretest and Posttest. Your teacher will tell you whether this is a pretest or a posttest; check the space after the correct test.

To take the test, read each test item carefully. Decide what you think is the best answer to complete the question, and notice whether it is answer A, B or C. Then, on your answer sheet circle the letter of your answer. Remember to circle only one answer for each number.

CAUTION: Be sure the number of the question matches the number of the answer on your answer sheet.

SAMPLE ITEMS

X. Recess can be a lot of fun.

A. Agree
B. Not sure
C. Disagree

Y. When walking along a highway, you should always

A. walk on the right side with the traffic.
B. walk on the left facing traffic.
C. run to get there sooner.

Z. What is the safest thing to do when a stranger offers you a ride in a car?

A. Be sure he looks friendly before you get in.
B. Walk home unless the weather is bad.
C. Refuse the ride and get away from the car.

This test is designed to help the Pennsylvania Department of Education determine the success of the JETS program in the classroom setting. Some of the questions have been adapted from the TIPS (Teaching Individual Protective Strategies) test instruments developed by the University of Virginia Evaluation Research Center.

JUSTICE EDUCATION TEACHING STRATEGIES
LEVEL 6 ASSESSMENT

DIRECTIONS: For this section, you must decide whether you agree or disagree with each statement. On your answer sheet, circle the letter of your answer.

Match the first column of your answer sheet with this page.

1. A person should obey all rules no matter how hard it is.
   A. Agree
   B. Not sure
   C. Disagree

2. If I see a crime being committed, I would report it.
   A. Agree
   B. Not sure
   C. Disagree

3. I respect police officers.
   A. Agree
   B. Not sure
   C. Disagree

4. It's all right for me to start a fight if someone treats me wrong.
   A. Agree
   B. Not sure
   C. Disagree

5. Police officers treat people fairly.
   A. Agree
   B. Not sure
   C. Disagree

6. If I find something that doesn't belong to me, it's all right to keep it.
   A. Agree
   B. Not sure
   C. Disagree

7. It's OK for a person to break the law if he/she doesn't get caught.
   A. Agree
   B. Not sure
   C. Disagree

8. Laws are fair to most people.
   A. Agree
   B. Not sure
   C. Disagree

9. Police officers are honest.
   A. Agree
   B. Not sure
   C. Disagree

10. Laws treat rich people better than poor people.
    A. Agree
    B. Not sure
    C. Disagree

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Please turn to Page 2 of your test booklet. Also, be sure to use the second column of your answer sheet.

DIRECTIONS: For this section, you must decide which of the answers is the best one to complete the statement. Which answer makes the statement true?

Match the second column of your answer sheet, the one marked Page 2, with this page.

11. Ideals and beliefs which people consider important are known as
    A. laws. . . . . .
    B. values. . . . . .
    C. rules. . . . . .

12. Rules or regulations by which a particular group determines the conduct of the people with it are
    A. laws. . . . . .
    B. attitudes. . . . . .
    C. values. . . . . .

13. The best reason to change a rule is
    A. that some people do not obey it
    B. some people do not like it. . .
    C. it is not fair and just. . . .

14. If you break a law you did not know existed, is it considered a crime?
    A. Yes . . . . . .
    B. No. . . . . .
    C. Only if you're caught. . . . .

15. Why do we have laws?
    A. To help settle disputes. . . .
    B. To protect people. . . . . .
    C. Both of the above. . . . . .

16. Most laws were made to
    A. protect things we think are important. . . . . .
    B. punish criminals. . . . . .
    C. give police something to do. .

17. The power or ability to influence the behavior of other is
    A. authority. . . . . .
    B. law. . . . . .
    C. protection. . . . . .

18. A person in authority has
    A. a college education. . . . . .
    B. influence on others. . . . . .
    C. better values than others. . .

19. The United States Bill of Rights was designed
    A. to protect individual rights. .
    B. to protect labor unions. . . .
    C. to protect the rights of the majority. . . . . .

20. Citizens of a local community would most likely be able to influence laws that would
    A. control prices being charged consumers for groceries. . . .
    B. determine the types of businesses allowed in their community
    C. limit the number of churches in a community.

Please turn to Page 3 of your test booklet and to column 3 of your answer sheet.

Match the third column of your answer sheet, the one marked Page 3, with this page.

21. Two boys are arguing about who should be first in the lunch line. The best way to settle the conflict is to
    A. let the biggest boy go first. . . . . .
    B. have them agree to take turns. . . . .
    C. let the boy with the most friends go first. . . . . .

22. Sue and Beth could not agree how to design the cover for their science report. If they agree to ask Ruth and do as she suggests, they have solved their conflict by
    A. compromise. . . . . .
    B. arbitration. . . . . .
    C. intervention of authority. . . . . .

23. Vandalism is an act that shows
    A. lack of concern for property. . . . . .
    B. creative expression. . . . . .
    C. you are acting against human rights. .

24. The two major crime categories are
    A. felony and misdemeanor. . . . . .
    B. rules and laws. . . . . .
    C. violation and offense. . . . . .

25. An offense punishable by death or imprisonment for more than one year is
    A. a misdemeanor. . . . . .
    B. a felony. . . . . .
    C. restitution. . . . . .

26. When a person is arrested and is allowed to go free before trial, it is said the person is free on
    A. parole. . . . . .
    B. bail. . . . . .
    C. bond. . . . . .

27. Which of the following is a felony?
    A. selling "dope". . . . . .
    B. littering . . . . . .
    C. drug addiction. . . . . .

28. Minority groups have a higher rate of sentencing because
    A. they are not citizens. . . . . .
    B. they are often victims of prejudice. .
    C. they are not eligible for bail. . . . .

29. A jail is
    A. a form of penitentiary. . . . . .
    B. a lock-up for people who have committed minor offenses. . . . . .
    C. a state detention center. . . . . .

30. People who are against parole claims that it
    A. doesn't provide enough supervision to be effective. . . . . .
    B. costs more than prison. . . . . .
    C. develops too much competition among inmates.

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APPENDIX C

Justice Education Teaching Strategies
Teacher Questionnaire

Name of District_____

1. For each grade level in which you used the JETS program, indicate the amount of time for each class.

Grade	Minutes per day	Days per week	Number of weeks
K			
1			
2			
3			
4			
5			
6			

2. What scheduling arrangement does your school use at your grade level? (Please check one.)

____ Self-contained classroom
____ Change classes (departmentalized)
____ Combination of above
____ Other, explain _____

3. How did you implement the JETS program?

____ Minicourse
____ Supplement to existing course. Which one?_____
____ Interdisciplinary. What subjects were included?_____
____ Other, explain_____

FOR THE NEXT GROUPS OF ITEMS, CIRCLE THE NUMBER WHICH SHOWS YOUR RESPONSE, ON A SCALE OF NONE (0) OR VERY LOW (1) TO THE BEST POSSIBLE JUDGMENT (5).

The goals of the JETS program are:

- to have students develop activities to affect value judgments.
- to give a more positive but realistic view of law and people who administer the law.
- to increase knowledge of civil and criminal law.
- to increase knowledge of procedures used by police and other criminal justice agencies.

4. To what extent were the materials and lessons appropriate to the stated goals of the program?

5	4	3	2	1	0
Totally Appropriate					Totally Inappropriate

5. What was the general interest level of your students while engaged in the JETS activities?

5	4	3	2	1	0
Extremely High Interest					No Apparent Interest

6. To what extent has the JETS program been beneficial to you as a teacher?

5	4	3	2	1	0
Extremely Beneficial					No Benefit

7. How have student attitudes toward law and authority changed as a result of the program instruction?

5	4	3	2	1	0
Positive Change		No Change		Negative Change	I Can't Tell

8. In what way(s) did student behavior change as a result of the JETS instruction? (For example: "Students are now riding their bikes with traffic in a single file close to the right side of the road;" "Students are showing more inclination to resolve conflicts in a positive manner;" or "Children have indicated that they have posted a list of emergency phone number in their home.")

   Describe how your students <u>act</u> differently as a result of the program instruction.

APPENDIX D

Name of Interviewer

_____

Teacher
Interview Guide

District_____

School_____

Name_____

Date_____

1. In which grade level or levels have you implemented the Justice Education Program and what was the approximate amount of time alloted to the program?

Grade	Minutes per Day	Days per Week	Number of Weeks
K			
1			
2			
3			
4			
5			
6			

2. How did you implement the program?

_____ all of the units for the appropriate grade levels.
_____ part of the units for the grade levels.

_____

_____

_____

3. Who or what have you used as outside resources? _____

_____

_____

_____

4. In addition to the outside help, what ideas of your own did you use to modify the curriculum? _____

_____

_____

_____

5. How much training did you have to prepare you for teaching this program? (number of days, hours)

_____

_____

6. How was the training done? (class, resource person, etc.)

_____

_____

_____

7. How have the children changed as a result of the JETS program?

_____more knowledge of_____
_____attitude better/worse toward_____
_____other changes_____

_____

_____

8. On the whole, would you say children have benefited from the JETS materials?

_____Yes _____No

9. Did you enjoy teaching the materials? _____Yes _____No

Will you continue to use it? _____Yes _____No

Comments:_____

_____

_____

Outstanding program strengths?_____

_____

_____

Problems?_____

_____

_____

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Name of Interviewer

_____

Interview Guide
Administrator/Program Coordinator

District _____

School _____

Name of person interviewed _____

Position _____

1. What is your understanding of the JETS program?

_____

_____

_____

2. After implementation, have you seen any changes in student behavior? Yes___ No___

Describe _____

_____

_____

_____

3. Do you expect to continue this program effort next year? Yes___ No___

Why? _____

_____

_____

4. Do you expect to expand or change the program in any way? Yes___ No___

Describe _____

_____

_____

_____

Parent Interview

The students in _____ school have participated in a citizenship education program this school term. The name of the program is Justice Education Teaching Strategies (JETS). The major goals of the program are:

(1) to promote and maintain positive student attitudes and behavior.

(2) to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others.

To reach these goals, your child's teacher has taught the program's lessons as a supplement to other courses or as a mini-course.

As part of our evaluation plan we would like to gather some data on parent's attitudes toward the program. We appreciate your cooperation in answering the following questions:

1. Did you know the program was being taught? Yes___ No___

2. Did your child(ren) ever discuss the program with you? Yes___ No___

3. Do you think the JETS program has helped your child(ren) in:

   a. promoting better relationships by examining attitudes and values of self and others? Yes___ No___ Not sure___

   b. seeking positive solutions to conflict? Yes___ No___ Not sure___

   c. understanding the necessity of rules and laws? Yes___ No___ Not sure___

   d. developing greater responsibility? Yes___ No___ Not sure___

   e. understanding authority? Yes___ No___ Not sure___

   f. protecting self and others from criminal acts? Yes___ No___ Not sure___

   g. getting along better with others? Yes___ No___ Not sure___

4. Do you feel this program should be taught in school? Yes___ No___ Not sure___